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Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Albania,* Algeria,* Andorra,* Australia, Austria,* Belgium, Brazil, Bulgaria,* Canada,* Chile, Costa Rica,* Croatia, Cyprus,* Ecuador, Finland,* France,* Germany, Greece,* Honduras,* Hungary, Iceland, Ireland,* Italy,* Latvia,* Liechtenstein,* Lithuania,* Luxembourg,* Madagascar,* Maldives,* Mexico, Monaco,* Montenegro,* Morocco,* Netherlands,* Paraguay,* Peru, Philippines, Poland,* Portugal,* Qatar, Romania,* Slovakia, Slovenia, Spain, Sweden,* Switzerland, Thailand,* Turkey,* Ukraine, United Kingdom of Great Britain and Northern Ireland, Uruguay:* draft resolution

39/... World Programme for Human Rights Education

The Human Rights Council,

Guided by the purposes and principles of the Charter of the United Nations,

Reaffirming that, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights, and in other international human rights instruments, States are duty-bound to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms,

Recalling General Assembly resolution 59/113 A of 10 December 2004, in which the Assembly proclaimed the World Programme for Human Rights Education, and resolution 60/251 of 15 March 2006, in which the Assembly decided, inter alia, that the Human Rights Council should promote human rights education and learning,

Reaffirming the United Nations Declaration on Human Rights Education and Training, adopted by the General Assembly in its resolution 66/137 of 19 December 2011,

Recalling previous Human Rights Council resolutions on the World Programme for Human Rights Education, the most recent being resolution 36/12 of 28 September 2017,

Recalling also that the World Programme is an ongoing initiative, structured in consecutive phases, to advance the implementation of human rights education programmes in all sectors, and that States should continue the implementation of previous phases while taking the necessary measures to implement the current phase,

Recognizing that the World Programme for Human Rights Education focused, in its first phase, on the integration of human rights education into the primary and secondary

* State not a member of the Human Rights Council.

school systems, in its second phase, on human rights education in higher education and human rights training for teachers and educators, civil servants, law enforcement officials and military personnel, and in its third phase, on the implementation of the first two phases and on promoting human rights training for media professionals and journalists,

Believing that human rights education and training are essential to the effective realization of human rights and fundamental freedoms, and contribute significantly by promoting equality, preventing conflict and human rights violations and abuses, and enhancing participation and democratic processes with a view to developing societies in which all human beings are valued and respected, without discrimination or distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recognizing the links between the right to education and the struggle against racism, racial discrimination, xenophobia and related intolerance, and the essential role of education, including human rights education and education which is sensitive to and respects cultural diversity, especially among youth, in the prevention and eradication of all forms of intolerance and discrimination,

Recalling the adoption of the 2030 Agenda for Sustainable Development, including Goal 4, target 7 thereof, and of the Education 2030 Framework for Action, and affirming the interlinkages and integrated nature of all Sustainable Development Goals and targets,

1. *Takes note* of the report of the United Nations High Commissioner for Human Rights on the consultation on the target sectors, focus areas or thematic human rights issues for the fourth phase of the World Programme for Human Rights Education;[1]

2. *Encourages* States and relevant stakeholders to, during the fourth phase of the World Programme, strengthen efforts to advance the implementation of the three previous phases, with special emphasis on:

(a) Advancing implementation by focusing especially on women, girls and children, and engaging with groups and individuals in vulnerable situations, in accordance with the objective of the 2030 Agenda for Sustainable development of "leaving no one behind", and consolidating the work done;

(b) Providing human rights education and training for educators in formal and non-formal education and training, in particular those working with children and youth;

(c) Undertaking related research and mapping, sharing good practices and lessons learned, and sharing information among all actors;

(d) Applying and strengthening sound educational methodologies based on good practices and assessed through continued evaluation;

(e) Fostering dialogue, cooperation, networking and information-sharing among relevant stakeholders;

(f) Furthering the integration of human rights education and training into school and training curricula;

(g) Strengthening follow-up to the implementation of all previous phases of the World Programme for Human Rights Education;

3. *Decides* to make youth the focus group of the fourth phase of the World Programme for Human Rights Education, with special emphasis on education and training in equality, human rights and non-discrimination, and inclusion and respect for diversity with the aim of building inclusive and peaceful societies, and to align the fourth phase with the 2030 Agenda for Sustainable Development and specifically with target 4.7 of the Sustainable Development Goals, taking into account the synergies between the different concepts and educational methods mentioned therein;

[1] A/HRC/39/35.

4. *Calls upon* States and, where applicable, relevant governmental authorities and other stakeholders to increase their efforts to implement, disseminate and promote universal respect for and understanding of the United Nations Declaration on Human Rights Education and Training;

5. *Encourages* States to develop, as appropriate, comprehensive and sustainable national plans of action for human rights education and training, with dedicated resources;

6. *Requests* the Office of the High Commissioner to prepare, from within existing resources, and taking into account the report of the High Commissioner[1] and future relevant consultations, a plan of action for the fourth phase of the World Programme (2020-2024), in consultation with States, relevant intergovernmental organizations, in particular the United Nations Educational, Scientific and Cultural Organization, national human rights institutions and civil society, including non-governmental organizations, and to submit the plan of action to the Human Rights Council for its consideration at its forty-second session;

7. *Recommends* that the Secretary-General ensure that an adequate component of United Nations assistance, to be provided at the request of Member States to develop their national systems of promotion and protection of human rights, is available to support human rights education and training;

8. *Decides* to consider this issue at its forty-second session in accordance with its programme of work.